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ABSTRACT

A study determined if exposing middle school students to stories and poems that show what virtues look like, how they are practiced, how to recognize them, and how they work, would have a significant effect on the degree of assimilation of these virtues expressed by the students. Sixth-grade students (n=23) attending a suburban middle school in Union, New Jersey completed a pretest to determine their thoughts about values. Following the pretest, the students read a unit of moral literature and examined such character traits as honesty, compassion, courage, perseverance, and patriotism. Discussion groups and related writings were integrated with the literature. Upon completion of the unit lessons, students were administered a posttest to determine their knowledge of values and the influence that values have on behavior and beliefs. They were asked to reply "yes" or "no" to questions dealing with values and their impact on behavior. Analysis of the results revealed a significant difference; students' assimilation of virtues was positively affected by reading of moral literature. Additional research needs to be conducted to refine the understanding of the curricular placement, the length of time of response, and the lasting effects of moral literature. (Contains a table of data, 29 references, and related literature. Appended are pretest and posttest scores and a survey sheet.) (Author/TB)

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Teaching Tales of Virtue: The Effect of Moral Literature On Middle School Students

by

Lois S. Mariano

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ABSTRACT

The purpose of this study was to determine if exposing middle school students to stories and poems which show what virtues look like, how they are practiced, how to recognize them, and how they work, would have a significant effect on the degree of assimilation of these virtues expressed by the students. Twenty-three sixth grade students attending a suburban middle school in New Jersey completed a pretest to determine values. Following the pretest, the students read a unit of moral literature, experiencing such character traits as: honesty, compassion, courage, perseverance, and patriotism. Discussion groups and related writings were integrated with the literature. Upon completion of the unit lessons, the students were administered a posttest. Analysis of the results revealed a significant difference; students' assimilation of virtues were positively affected by reading of moral literature.

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My son, Todd, deserves high praise for his advanced computer skills, and for his excellent research of the literature of C.S. Lewis. To my daughter, Sarah Jane, I express deep and abiding admiration for her ability to uplift and encourage, and for her memorable delight in learning to read. Alois and Helena Svitak, parents extraordinaire, I acknowledge as the finest examples of character, love, faithfulness, honor, and self-discipline which I have known; it is a privilege to recognize you both as the source of who I am and what I believe.

DEDICATION

I dedicate this thesis to my children, Sarah Jane and Todd Mariano. May you always seek the truth and have the courage to stand firm in its power.

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Aristotle wrote that good habits formed at youth make all the difference. Moral education, the training of the heart and mind toward the good, is a time honored task which involves many things. It involves rules and precepts, as well as explicit instruction and training. There is great influence in the moral power of quiet example. To take morality seriously, children must see adults take morality seriously (Bennett, 1993).

Along with witnessing examples, moral literature, stories, poems, essays, and other writings, show children what virtues look like, how they work, and how to recognize them. Character focuses on practical judgment and dispositions to act; the meaning of good character must be specified to some significant extent (Pritchard, 1988). If we want our children to possess the traits of character we most admire, we need to teach them what those traits are and why they deserve both admiration and allegiance. Moral literacy, being familiar with moral literature, will enable them to make sense of what they see in life; this is a propulsion to higher thought and action.

Kohlberg (1973) described the sequence by which individuals in Western cultures develop their moral standards. Herring (1980) suggested using Kohlberg's stages as a means to enhance individualized instruction. In 1979, Biskin and Pillar advocated

group discussions of moral dilemmas found in children's literature in order to promote their moral development.

Moral reasoning can be used as a framework that students apply in order to analyze and interpret literature (Readence, D. Moore, S. Moore, 1982). In this approach, students classify characters' moral decisions according to Kohlberg's levels and stages. Questioning, which does influence passage understanding, can deteriorate into testing situations rather than instructional ones (Durkin, 1978-79). Students then have no way to interpret and analyze authors' deeper meanings once the questions are removed. The approach of moral reasoning helps students independently generate insightful reading.

Responding to moral literature within a moral framework stimulates independent analysis and response that helps readers interpret a passage on their own rather than waiting for a teacher-imposed stimulus. It allows readers to explore the moral reasoning which underlies a character's motives (Readence et al, 1982). Everyone shares in the thinking process as teacher-lead discussions are phased out by student-led discussions and assignments, allowing students to develop individual plans for making inferences while reading (Singer, 1978).

There is literature we should teach, and literature we shouldn't (Burns, 1985). Literature will change the way people think as the character Toohey proclaims in *Atlas Shrugged* (Rand, 1943):

> Kill man's sense of values. Kill his capacity to recognize greatness or to achieve it...Kill reverence and you've killed the soul in man. Nature allows no vacuum. Empty a man's soul and the space is yours to fill."

Legal battles in Alabama and Tennessee and the analysis of the antireligion bias in commonly used textbooks (Davis et al., 1986) reflect the concern that what students read in school does most certainly have an impact on their moral beliefs. Further, Wilson (1994) states that moral tales must play some important role in human life because every culture has them.

Quality children's moral stories can affect us in three ways: by conveying a message, awakening a sentiment, or enlarging the universe. The most common message is one of consequence; good things happen to people who are good, bad things happen to people who are bad. Moral stories allow children to observe the first steps that everyone must take toward the larger and more difficult problems of self-command: controlling our greed, learning what is good for us in the long run, avoiding the temptations of addictive substances, and remaining faithful to our principles even when another course would be more popular (Wilson, 1994).

The school's role is important in teaching children to think as active, concerned citizens whose hearts, hands, and minds can actively engage in improving their own reality and that of their

community. Moral literature, presenting such values as respect, responsibility, trustworthiness, caring, justice, fairness, civic virtue, and citizenship, can meet this challenge by opening a forum for students to think, to grow, and to become compassionate, responsible citizens.

HYPOTHESIS:

To provide some evidence on this topic, the following study was undertaken. It was hypothesized that the reading of moral literature will have no effect on the values of a sample of middle school children.

PROCEDURES:

One sixth grade class, consisting of twenty-three students, at Burnet Middle School, Union, New Jersey, was used in this study. These students were administered the SIQ-R Test adaptation to determine the sixth graders' knowledge of values issues and the influence which values have on behavior and beliefs. The students were asked to reply yes or no to questions which dealt with values issues and its impact on behavior.

For the purpose of scoring, each yes answer was given a 1 while a reply of no received a 0. In this SIQ-R test adaptation, a higher score by a subject should reflect a better understanding of values issues.

A series of lessons was presented for a five week period to the sixth graders. These lessons consisted of reading selected literature with a moral impact followed by two forty minute discussion and writing periods. Each lesson was presented over a week long period. At the completion of these lessons, each student took the SIQ-R test adaptation again. This was used to determine any significant difference in the students' understanding of the values issues.

RESULTS:

As indicated in Table I, there was a mean difference of 3.26

Table I

Means, Standard Deviation as *t* of the Pre and Post Experiment total sample results

	Mean	S.D.	*t*	Sig
Pre Experiment	15.65	3.71	-4.06	<.01
Post Experiment	18.91	1.04		

between the pre experiment survey and the post experiment survey responses following the reading of selected literature, instruction, and discussion. The difference as shown by a *t* of -4.06 is considered as significant in favor of the experimental sample, and significant below the 1% level.

These statistics indicate that, as the mean increased by 3.26 in the post experiment survey, the students were affected by the reading, instruction, and discussion of moral literature. The *t* of -4.06 shows that this effect was significant.

CONCLUSIONS:

It was hypothesized that the reading of moral literature has no effect on the values of a sample of middle school children. The *t* analysis indicated a value of -4.06 denoting that a significant difference was found between the pre and post experiment test scores. The hypothesis was rejected.

Additional research needs to be conducted to refine our understanding of the curricular placement , the length of time of response, and the lasting effects of moral literature. What is clear to this researcher is that middle school students do respond to values in literature; indeed, this sample of students proclaimed delight in the opportunity to read, write, and discuss the beliefs which impact their daily behavior.

The results of this study support the findings of researchers who have concluded that if and when teachers need a practical approach to values education, or to fulfilling the educational responsibility of educating the whole child to become a good citizen, a literature-based approach is effective Indeed, one of the most valuable resources teachers have at their disposal is quality children's literature (Covaleskie, 1992). By using carefully selected books and providing a safe environment for related value discussions, teachers can provide opportunities for students to develop a set of core values. These values help children learn how to make decisions about their behavior.

Further implications of this study for the reading program are that we lose lifelong readers when the quality of literature is substandard; when the literature fails to stir their soul, or elevate their minds above the mundane which simply mirrors the life that students already know, we, as educators have denied them a sense of hope, of possibilities so well expressed in enduring literature through the ages. Moral tales must play some important role in human life because every culture has them (Wilson, 1994).

> Shall we just carelessly allow children to hear any casual tales which may be devised by casual persons, and to receive into their minds ideas for the most

> part the very opposite of those which we should wish them to have when they are grown up?

As stated above in Plato's *Republic*, the standards of literature are critical in character development. To participate in a classroom discussion after reading "Barbara Frietchie" by John Greenleaf Whittier and to hear students say, "Wow! I'd like to be a patriot like that when I grow up!" and "I didn't know that an old person could be a leader like that !" is to experience the powerful effect of moral literature.

THE EFFECT OF MORAL LITERATURE ON MIDDLE SCHOOL STUDENTS : RELATED LITERATURE

> 'You cannot avoid dealing with with values,' he said, just before a visit to Ms. Colby's class. 'I can't teach *Pride and Prejudice* without probing values. Teachers constantly have to deal with values - classroom expectations, school rules. So the question is not will we engage in character education, but how will we?'

So states Dr. Henry Huffman who has infused the Mt. Lebanon, Pa. school curriculum with six identified core values (Bates, 1995). For the elementary grades, Mount Lebanon chose a series of books produced by the Heartwood Institute. The books center around seven qualities: courage, loyalty, justice, respect, hope, honesty and love. By featuring stories from different parts of the world, Heartwood's books also aim to promote multicultural understanding.

Dr. Huffman acknowledges that evaluation of character education is tough. Many of the attitudes and behaviors effected are visible only "down the road". Teachers, however, in the town of 33,000 with a family income of $77,000, do report early indicators of encouraging effects: parents hesitating to lie on school notes, wanting to reinforce the moral concepts at home; children bullying less frequently; families recounting their loyalty to one another through sacrifice; teachers able to use a vocabulary of virtue as a point of reference in conflict situations (Bates). There is indication

that all those involved in the Mt. Lebanon system want to model the core values identified.

Sharon Andrews (1993) conducted a study to examine the reading values taught in reading textbooks over the past 200 years which include the top seven basals in use in U.S. schools in 1992. The major source of the data was a rare books collection at a university library. Value labels were determined for each selection. Results indicate that the average reader of 100 years ago taught some values in 65% of the selections in the book; the average number of selections with value content today is 35%. Andrews also determined that the values differed qualitatively: virtue, honesty, obedience, purity have changed to good self-concept, appreciation of difference, and regard for nature. Andrews research presents by publisher, the values taught in the current basal series . To assume that all children's literature contains redeeming qualities is erroneous. indeed, out of 127 selections studied, only four taught compassion, three, unselfishness, three, self-sacrifice, and two, teamwork (Andrews, 1993). Are professionals aware of this dirth of moral literacy?

The best-selling author, Robert Fulghum, is cited by McMillan and Gentile (1988) as acknowledging kindergarten as the source of valuable life lessons. These researchers state a deep concern among many American educators and the public that schools are failing to produce students who have achieved a standard of

literacy that allows them to be active and productive members of society. Mc Millan and Gentile cite the 1987 Gallup Poll on education revealing that American parents want schools to help them teach their children standards of right and wrong . The term "moral literacy" has been coined to describe this renewed emphasis on education's role in developing ethical conduct.

McMillan and Gentile (1988) advocate the return of literature to the classroom to help teach critical thinking and ethics. They present the need for assessing the outcomes of teaching ethical behavior and character education and cite evidence that by not taking any action or responsibility schools may assure the continuation of the existing problems. On the other hand, through the posing of dilemmas and characters, results show that in the controlled setting of the school, open discussion of alternatives and predictions do occur, and teachers can assist children in developing the ability to think both critically and ethically. Quality moral literature stirs the imagination and creativity of students instead of killing their interest. This is the foundation of lifelong learning and thinking.

Should children learn how to support their opinions, listen to others, debate, and cite their sources? Should they acknowledge others' rights to their own opinions? These questions would draw very few negative answers. Schooling and literature study is changing; the role of the students at any age is no longer one of

passive reception of knowledge, but one of active constructor of his own understandings of the world and relationships (Andrews, 1993).

Contrary to many theorists opinions of children as self-centered beings who revolve in their own circles, Piaget (1965) believed that young children quickly develop a sense of care and fairness. Kohlberg (1985) believed that children will develop these virtues in a hierarchy given the appropriate environment, the practice in, and the support for moral decision-making.

Kohlberg (1976) posed "moral dilemmas" in his research on moral development and thus the "stage theory" of moral development. His research convinced him that people typically develop over time in their understanding of justice and morality, and that stages are evident in this growth:

Stage 1: Avoid punishment.

Stage 2: Look for a reward.

Stage 3: Watch out, someone won't approve.

Stage 4: Consider the consequences for society.

Stage 5: Respect everyone's rights.

Stage 6: Act on your own principles of conscience.

Dr. Sharon Andrews' research applied classroom results of character study to these stages. The research reveals concrete growth in values education. Andrews (1994) used an integrated approach, a combination of products specifically tailored for values

education and the processes of values identification. Conflict resolution, other values, and the critical thinking skills that accompany it are actually the outcome of curriculum which involves student choice and personal inquiry in a democratic social learning environment.

Popular and award winning children's literature critiqued in light of major social issues provides a natural vehicle for development of values and critical thinking skills: comparison and contrast, analysis and synthesis, convergent and divergent thinking, problem solving, and development of criteria for weighing choices and outcomes. Research on values in children's literature - particularly conflict resolution - and children's understandings of those values have been little researched. The classroom presented in Andrews' (1994) research shows an exploration of this issue. How do complex issues emerge for discussion? How do students develop a stake in learning about them? Inquiry projects chosen by the students energize that motivation.

The research project which Dr. Sharon Andrews directed involved over 60 fifth-grade students working on learning teams at a Houston, Texas, intermediate school with teacher, Donna Martin. A needs assessment revealed that 71% are economically disadvantaged, and 53% are identified as at-risk. Many students live in single-parent homes and the lack of responsible, sensible, working models to look up to and reflect is evident. Believing that many students are

not ready to benefit from choice and decision-making in school because they have little discipline, little respect for themselves and others, and lack of a motivating learning environment, this research sought to make the learning of personal values integral in the daily life of the classroom, shaping responsible, productive citizens. The goal was to establish a program that promotes democratic and social values for 60+ fifth grade students: to engage in decision-making, develop a strong work ethic, become more self-disciplined, develop a better self-image, and to have high expectations for student performance (Andrews, 1994).

This project did not impose values on the children, but rather it provided meaningful context for the thinking through and daily application of values that have been discussed, examined, debated, and investigated in children's literature and their daily lives in school. The following activities were used:

Learning classroom routines.

Dialogue journals.

Working in learning teams.

Literature circles.

Read-alouds.

Action research projects.

School/Community projects.

The learning teams showed results in the social value of cooperation and teamwork. After choosing book groups with the

team, students developed literature notebooks in which they kept track of decisions and actions of characters, vocabulary, questions and comments, as well as a personal reflective literature log. Students were observed being supportive of one another, accepting another persons' opinion, and evaluating decisions. Personally, the reflective logs showed growth from early reflection on qualities of thought and action that effected characters.

Positive growth was also noted in the area of decision-making and its consequences. The literature circles used literature to analyze and document the motivations, decisions, and consequences of actions by characters in books selected for their portrayal of such values as responsibility, honesty, patience, temperance, compassion and others. From this documentation, students developed their own decision-making charts, considering both character's decisions and their own actions in terms of motivations and consequences to themselves and others.

Further accomplishment of the stated goals and objectives was evidenced in the students' ability to chart "Categorization of Characters in Novels by Kohlberg's Stages" and "Categorization of Personal Decisions by Kohlberg's Stages." Students were able to document their own stages of moral growth as they became more aware that they are part of a family, a classroom, a community and that their acts do not exist alone but effect others for good or ill.

Literature does influence and expand ones horizons according to the research completed by Ann Tobin at a New Jersey urban high school (1986). Two groups were assessed, basic skill and standard American literature; the posttest revealed that both groups ranked required reading as the highest priority with the basic skills students testing as the greatest shift in positive attitudes toward literature. Students should know and understand the power of literature to enhance an appreciation of our expanding world and, with it, the commensurate demand for ethical wisdom and choices.

Gaye Mouritzen (1992) designed and implemented a practicum on "Increasing Understanding of Right and Wrong in Relation to Cheating through the Curriculum of High School English Classes" and partially achieved the goal; the most challenging aspect was not the message impact of literature, but the cross application to the mechanics of plagiarism. The major goal in this project involving alternative high school at-risk students was to address the identified deficiency students had in understanding and applying principles of accepted right and wrong to situations involving cheating. A variety of literary works were read to learn strategies for use in making moral decisions. This practicum involved literature to meet students in an insightful and meaningful situation, as opposed to presenting just technicalities. Literature discussion groups identified, as well as posttesting, the students attitudes toward cheating . The scaled posttest results were positive.

In the introduction to the Suhor brothers research, " Values in the Literature Classroom: A Debate in Print" (1992), Carl B. Smith salutes the teacher in fulfilling one's responsibilities towards ones students with high-minded intentions, and utter respect for everyone's Constitutional rights and moral and ethical values. Indeed, it is the teacher who is ever-seeking yet a better way to light the path to a bright future for young and impressionable minds. Charles Suhor, educator and Deputy Director of the National Council of Teachers of English, and Bernard Suhor, experienced English teacher in Catholic schools and ardent supporter of teaching moral values through literature in the classroom, do agree on the use of literature to develop students independent interpretive abilities for use during the reading process. The use of Kohlberg's stages of moral reasoning (1973) enables students to analyze and respond to literature at an interpretive level. Knowing this sequence by which individuals in Western cultures develop their moral standards prompts students to ask "What stage am I at?" and so encourage their own further moral development. Activities and books which evidenced success in research goals for students' moral growth are listed in an annotated bibliography. Teachers can and do meet with success using tales of virtue.

Two classes, a first grade and a second grade, used literature to explore the issue of distributive justice - fairness in sharing situations (Krogh and Lamme, 1985). The study of this topic has its

roots in Damon's (1977) research which shows that children progress according to developmental levels in their understanding of the fair distribution of resources. The study supports that at one juncture, using the *Little Red Hen*, the children reasoned at several of these levels:

Level 0-A: Choices based on self-interest (age 3-4).

Level 0-B: Choices based on external realities (age 4-5).

Level 1-A: Choices based on strict equality (age 5-6).

Level 1-B: Compromises made between competing claims and special needs (age 7-8).

Level 2-A: Equality, reciprocity, and competing claims taken into account to give everyone his due (age 8-10).

Class discussion is a way in which children's literature dealing with social issues can help children reason about topics such as distributive justice. It was observed throughout that as children are ready to move on in the stages, it was the discussion that helped promote his growth (Krogh and Lamme, 1985).
Unstructured discussion was also observed to foster growth in moral development.

These researchers report that successful use of literature to foster moral growth demands that the literary merit and

appropriateness to the developmental levels of the children be equally considered. The literature must be a good match for children. Further, the successful discussions are to be kept concrete, perhaps allowing the children to draw at the same time.
Krogh and Lamme observed that children's moral, social, and cognitive reasoning is expanded through giving and hearing a variety of viewpoints at different levels of development.

Krogh and Lamme further report evidence of growth through classroom experience being apparent in children's behavior. Using books gives children an opportunity to analyze the role models which literature provides. They discovered that not only do children advance in their reasoning, but they also grow to appreciate literature and comprehend stories more fully. It is difficult for this writer to ask for anything better than this successful research to apply to the teaching of reading.

Robert Small and Patricia Kelly (1986) compiled a journal of articles suggesting works that the authors found most meaningful in the classroom . In their introduction, these editors claimed that the common strain in the literature selected was that teachers identified through student writing the enduring quality of vibrancy, or that which will live on in their student's lives. Each author of the article was able to support the insights that the literature gives their students: about themselves, their family, their friends, and their enemies. Indeed, Small and Kelly cite J. Morrell's moving class

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results as reported by her in "Pinky's Tale: An Appreciative Response to 'A Day No Pigs Would Die' ".

In "Fantasy, Science Fiction, and the Teaching of Values", James Prothero (1990) reports the success in using Bradbury's story, "The Veldt" to measure students' growth in the value of their parents, their value of self-control and their value judgment of technological gratification. Prothero documents the impact of fantasy as present-day mythology, allowing students a respite to "information" education while providing format for them to know who they are: C.S. Lewis writes, "For me, reason is the natural organ of truth; but imagination is the organ of meaning" (1969).

Using the young adult novel, *Shadows Across the Sun*, by Albert Likhanov, a middle school teacher examined the effect of literature in broadening perspectives, increasing compassion, and deepening the understanding of ones own values. Lois Stover (1990) with Rita Karr, monitored, through the use of reading logs, structured writing assignments, surveys, and taped small-group discussions, whether or not the seventh- and eighth-grade students involved in reading this novel did grow in human experience. The researcher writes that she and the teacher learned more than they had set out to investigate.

One of the values of using literature to reach the human spirit is that it causes one to examine what is important to us in contrast to the characters (Stover, 1990). Students reflected upon those aspects

of their daily life which they value. Stover and Karr also helped students to reflect on the ways in which an individual's background of experience and values shapes response to literature. The value of allowing students to read freely and to create their own questions for inquiry was also reinforced during this project. Tales of virtue lend themselves well to the current research and application of many whole-language practices, especially the integration of reading and writing.

The successful application of moral literacy is detailed by Josephine Stahl-Gemake and O. Paul Wielan (1984): the story plot should contain an age-appropriate dilemma, the main characters should develop realistically, the main characters' levels of moral thinking about the dilemma should be identifiable, the characters should explore alternative solutions, and the resolution of the dilemma should promote critical thinking from higher levels of moral development.

To promote transfer of ideas, and broaden thinking, students must identify with the dilemma by interacting with actions and reactions of main characters. The process and quality of thinking are as important as the conclusions and solutions suggested by the students (Stahl-Gemake and Wielan, 1984). This, then, clarifies the cathartic effect of literature which causes students to think deeply. Literature presents the essence of a morality grounded in concern for the pain and suffering of others, and the recognition of one's

responsibility to others. The essence of a morality of connections and interrelatedness, and the actions upon this understanding, have gripped students reading both the *Wizard of Oz* and *Charlotte's Web* (Kazemek, 1985). Exploration of moral dilemmas tends to lead to moral abstraction and principles; living through the characters of moral action models tends to lead to the love and specific connections between Charlotte and Wilbur, and Dorothy and the Scarecrow.

A middle school teacher used Paula Danziger's *This Place Has No Atmosphere* to motivate a group of adolescents to think and respond critically to read-aloud fiction (Alvermann and Olson, 1988). The teacher experienced great success and her students did advance into higher level thinking. She used this literature to encourage her students to give reasons for their thinking and to become personally involved with the characters. Learning to think critically about fiction need not conflict with aesthetic reading. Students can enjoy comparing and contrasting points of view without jeopardizing the opportunity to enjoy an author's style.

The worth and positive impact of endearing literature which at once causes one to celebrate or to mourn can be further measured by the opposite effect of heartless literature, that which does not lift the soul, stir the imagination, or fire the brain. How many students have we list as lifelong lovers of reading because the literature never spoke to them, never met them where they were and brought them

higher? More studies need to be completed in this area. It appears to this researcher that the current thrust to meet the mandates of multi-culturalism has caused educators to lower their standards as to value-infused literature; the message was lost in the delivery.

In "Desperate in Peoria (How Come Everything We Read Has to Be So Depressing?)" (Burns, 1985), the author, in reaction to the negative learning about which her students complained, asks how often are students given the opportunity to laugh through literature, to experience vicariously how good human beings can be to each other. Burns commends her students for their admiration of Atticus in *To Kill a Mockingbird*.

Evidence indicates that the school's role is important in teaching children to think as active, concerned citizens whose hearts, hands, and minds can actively engage in improving their own reality and that of their community; moral literature can meet this challenge by opening a forum for students for thinking, growing, and becoming compassionate, responsible citizens.

It is unclear, however, when such literature is most effectively read, and the length of time of response needed in order to bring about a change and lasting effects. Additional research needs to be conducted to refine our understanding.

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APPENDICES

Pretest Scores
January, 1996

question / Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	X	TOTAL
1			1	1	1	1	1	1		1			1	1	1	1		1		1		13
2		1	1		1	1	1	1	1	1		1		1		1	1	1	1	1		15
3	1	1	1	1	1	1	1	1	1	1				1	1	1	1	1	1	1		17
4	1		1		1	1	1		1		1			1	1			1	1	1		11
5	1	1	1	1					1		1		1	1	1		1	1	1	1		14
6	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1		19
7	1	1	1	1		1	1	1		1		1	1	1	1	1	1	1	1	1		17
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		20
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		20
10			1		1	1	1	1	1	1			1	1	1			1	1	1		12
11	1		1		1	1			1	1			1	1	1	1	1		1	1		14
12	1		1		1	1	1	1	1	1	1	1	1		1	1		1	1	1		15
13	1		1	1	1	1		1	1		1	1	1			1	1	1	1	1		15
14		1	1	1		1		1	1			1	1	1	1	1	1	1	1	1		15
15	1		1	1	1	1		1	1		1	1	1	1	1	1	1	1	1	1		17
16	1	1	1	1	1	1		1				1	1		1	1	1	1	1	1		16
17	1	1	1		1	1	1		1	1				1	1	1	1	1	1	1		15
18	1	1	1	1	1	1	1	1	1	1				1			1		1	1		14
19	1		1	1	1	1	1	1	1	1	1			1	1	1	1	1		1		16
20	1	1	1		1	1	1	1	1	1		1	1	1	1	1	1		1	1		17
21		1	1			1	1		1	1			1	1			1		1	1		11
22			1	1		1		1		1		1	1		1	1	1	1		1		12
23	1	1	1	1	1			1	1	1	1			1	1	1	1	1	1	1		16
TOTAL	17	14	23	15	18	21	15	18	19	17	10	12	15	19	17	18	19	17	20	23	370	

Post test Scores
February, 1996

question / Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		TOTAL
1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1		1		18
2		1	1	1	1	1	1	1	1	1	1	1		1		1	1	1	1	1		17
3	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1		1	1	1		18
4	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		19
5	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1		19
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		20
7	1	1	1	1		1	1	1		1		1	1	1	1	1	1	1	1	1		17
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		20
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1		19
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		20
11	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1		19
12	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1		19
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		20
14	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		19
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		20
16	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1		19
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		20
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			1	1	1		18
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		20
20	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1		19
21		1	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1		18
22	1	1	1	1	1	1	1	1		1	1			1	1	1	1	1	1	1		17
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1		20
TOTAL	21	22																				
	21	22	23	23	21	23	20	23	20	23	20	22	20	23	21	21	21	2	22	23		435

SURVEY

PLEASE ANSWER YES OR NO TO THE FOLLOWING STATEMENTS:

1. Some people risk their lives to stand up for their beliefs. 1.
2. A leader can be of any age. 2.
3. It takes courage to stand alone even when you are afraid. 3.
4. Patriotism means loving your country. 4.
5. People respect courage. 5.
6. To be loyal means to be faithful to our friends and family. 6.
7. The actions of a hero can affect the actions of other people. 7.
8. Kindness can cause other people to be kind. 8.
9. It is wrong to steal. 9.
10. An old woman can be a leader. 10.
11. All that glitters is not gold. 11.
12. Harsh words do not make people work harder. 12.
13. Tough situations should not stop people from reaching their goal. 13.
14. A hero can be someone who helps and cares for someone else. 14.
15. Hurt feelings can be healed by kindness. 15.
16. Selfish or greedy people often do not care about others. 16.
17. To forgive someone who has wronged you is good. 17.
18. Treat others as you would like to be treated is the golden rule. 18.
19. People can work together to make something good out of something bad. 1
20. Keep trying until you succeed. 20.